

TEACHER EDUCATION PROGRAM



Called to Teach

Truett McConnell University

Education

INTERNSHIP SUPPLEMENT

2024-2025

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INTERNSHIP DOCUMENTATION FORM

We have met and reviewed the policies and procedures, roles, and responsibilities of all parties, and other relevant information contained within the Teacher Education Handbook and the Internship Supplement. Our signatures indicate agreement to abide by these policies and procedures and understanding of requirements, roles, and responsibilities.

Intern

Date

Supervising Professor

Date

Policies and Procedures Specific to Internship

Although most policies listed on the previous pages are appropriate for the year-long internship, some policies are only related to the final semester.

Internship Employment

The internship is a full-time experience. Candidates assume responsibility for full-time teaching and are to be fully involved in the school experience, including faculty meetings, parent teacher organizations, and other activities outside the school day. Candidates are not encouraged to work during the internship. Success in the internship experience should not be compromised because of outside obligations.

Internship Course Load

The semester devoted to the internship is a full course load. Interns are not allowed to take any other courses during this semester. Interns should be free from outside responsibilities, so they can function as a full-time member of the staff of the school to which they have been assigned.

Reciprocity

From time to time, education programs receive requests from other colleges and universities for services such as supervising internships. Direct these requests to the field placement coordinator for consideration and for approval. Any reciprocity agreement also implies that Truett McConnell University has a certain amount of flexibility for its students at other institutions as well. A reciprocity fee of \$500 is assessed in addition to tuition and must be assumed by the student requesting a reciprocity placement.

Attendance and Holidays for Semester 4 Internship

During the first three semesters of the upper-division courses, students will follow the schedule of the university (e.g., university fall break, Good Friday, etc.). During the fourth or final semester, students will follow the schedule of the school system in which they are placed.

In the event of weather closings, candidate safety is the concern. If the university is closed, and the school is not, students should attend their placement unless conditions are unsafe to do so. The university posts its closings on the university web site and announces them on local media. The same is true of most school systems.

All students will complete an Absence Request Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

1. If a candidate is absent for any reason, both the supervising professor and the cooperating teacher should be notified by text, phone call, or email as soon as possible, but no later than 8:00am on the morning of the absence.
 - a. Notify the supervising professor **first**
 - b. Notify the cooperating teacher **second**

2. Every student is expected to be in their assigned classroom every day school is in session
3. Teacher candidates arrive at school at the **school's required time for teachers to report** and leave at the **school's required time for teachers to leave**.
4. Tardiness will not be tolerated and can result in the termination of a field placement assignment.
5. For every absence over three in a semester, a doctor's note is required for each absence.
6. Candidates are required to attend all teacher workdays.
7. During Semester 4 in the full-time internship, interns are required to attend all functions the cooperating teacher attends.

Violating field placement attendance policy will result in a Professional Development Plan (PDP) and possible discontinuance from current field placement assignment.



Truett McConnell

U N I V E R S I T Y

THE WALPOT SCHOOL *of* EDUCATION

ED 440 – Professional Internship

Spring 2025
Monday - Friday, School Day
Within School Placement

Professor

Shann Cash, Ed. S.
Taylor Gilleland, Ed.S.
Patsy Lewis, Ph.D.
Bob Lutz, Ed. S.
Julie Lutz, Ed.D.
Stacie Ward, Ed.S.

706-865-2134 x6101

Office

Odell Office Building

Office Hours

As Posted

Course Description

Professional Internship is the capstone experience of the education program, involving full-day, full term placement in a K-5 or 6-8 school setting. It requires students to demonstrate skills in planning, instructing, and assessing students and in interacting in the professional community of the school and outside community. *Prerequisite: Admission to Teacher Education L3; Co-requisites: ED 441 and ED 444.*

General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess, and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession. Those who will be teachers in our schools must have a working knowledge of child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, and professionalism. Students must:

1. Demonstrate an understanding of how children develop and learn. This includes incorporating culture and individual differences to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children. (PSC/1)
2. Demonstrate a high level of competence in every curricular area: language arts, math, science, social studies, the arts, health, and physical education. (PSC 2.4 – 2.10)
3. Demonstrate ability to use various strategies when teaching. Students should incorporate individual, small-group, and whole-group instruction. (PSC 2)
4. Demonstrate ability to work with (and involve) families in the education of their children. (PSC 3)
5. Develop and use various types of assessment tools and demonstrate ability to communicate the results of those assessments with other professionals. (PSC 4)
6. Demonstrate ability to reflect on teaching practices, to commit to professional development, and to communicate³ with other professionals. (PSC 5)
7. Observe and participate in all of school life under supervision of qualified professionals. (PSC 6)

Attendance

Students are expected to be in their assigned classroom (on time) every day that school is in session. Students are also expected to stay at the school the entire school day. In addition, students are required to attend all functions that the cooperating teacher attends. (This includes faculty meetings, PTO/PTA meetings, teacher workdays, and any other activity that the cooperating teacher is required to attend.)

All students will complete an Absence Request Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

Special Requirements

Internship Experience

Students are required to teach full-time for a minimum of four weeks (20 full school days) of the internship experience. Prior to that four-week period, students will take over one subject area each week. Following the four-week (20 full school days) experience, students will remove one subject area each week from their responsibilities. The final weeks of the internship should be devoted to completing the RAP (Recap and Plan) Report.

Internship Assignments

ED 441: Professional Internship Course

All assignments for the internship will be uploaded to the ED 441: Professional Internship Google Classroom. All assignments must be written in clear and grammatically correct English. Remember that teachers are held to a higher standard than others in this area. Always have someone check your assignments for grammar, spelling, or punctuation errors.

Field Placement Notebook

The field placement notebook will be updated and checked monthly. All pieces of the notebook (as well as lesson plans, etc.) must be written in clear and grammatically correct English. Remember that teachers are held to a higher standard than others in this area. Always have someone check your assignments for grammar, spelling, or punctuation errors.

Assignments

RAP (Recap and Plan) Report

Part 1 – RAP Plan: Students will provide a layout for their last few weeks of the internship experience. These will include:

- Calendar items: A chart of the final three weeks, including:
 - An observation of a junior education major using the Classroom Observation Instrument (COI)
 - One planned week of targeted observation based on career plan (e.g., observing kindergarten or another desired grade, media specialist, technology specialist, counselor, ESOL, gifted, etc.)
 - One planned day to observe in a private school
 - One planned day to assist the cafeteria staff, during cafeteria work hours
 - One planned day to observe the school secretary
 - One planned day to ride a school bus for the afternoon route [Candidates must receive approval from school administration for this assignment.]
 - One day to observe the school custodian.
 - Any necessary make-up days from full-time teaching (A candidate should only use this if he/she knows he/she is going to be short of hours.

Part 2 – RAP Report: This report includes:

1. Peer observation of a junior education major to include:
 - A completed Classroom Observation Instrument with comments in each of the sections
 - A reflection paper which should include your thoughts of the junior's area(s) of strength, area(s) for improvement, and ideas on how to improve.
 - Proof of some sort that you held a conference with the junior to discuss your reflection paper.
2. Targeted observation reflections to include:
 - Career plans: A one-page essay about career plans. These career plans may include intentions students might have for teaching specific grades, adding endorsements, or attending graduate school.
 - Discuss your career goals for what you envision the next 10 years to be for you as an educator. Include possible degrees and/or endorsements you would like to obtain explaining why and how the degrees will help you obtain your goals.
3. In the assignment you were to observe a secretary, participate with lunchroom personnel, ride a school bus, and observe the school custodian. Reflect on what you did during each day. Discuss how all these positions are important to a school environment when creating a positive learning environment for students.

Summary Overview

The purpose of the senior component is to give students an opportunity to reflect on their whole Christian worldview experience at TMU and how the Christian worldview relates to their chosen fields of study and their plan for their lives. This will be accomplished by requiring each senior to submit a capstone paper.

The capstone course in each discipline is a final, integrative experience for the graduating student. To demonstrate integration of field of study and Christian worldview, each student will submit a 1000-word paper electronically in which he or she describes the Christian worldview as it relates to his or her chosen field of study.

Senior Capstone Paper

The purpose of the capstone paper is to assess the student's accomplishment of the learning objectives:

- (1) to be able to state his or her life purpose statement,
- (2) to be able to state biblical support for the life purpose statement, and
- (3) to be able describe how a Christian worldview fosters a complete understanding of the student's chosen field.

The senior paper should include:

- (1) a personal purpose statement that the student has developed through careful study of biblical principles that form the basis of a Christian worldview; and
- (2) a discussion of aspects of the Christian worldview that relate to his or her major field. For example, a student seeking a degree in education may note how the biblical principles of honesty, servant-leadership, and responsibility impact his or her concept of a professional educator.

NOTE: The student may seek guidance from the capstone professor in writing this paper. The supervising professor will assess the paper with the given rubric. The paper should be submitted electronically (typed with 12-point font, New Times Roman or an accepted APA font, double spaced, utilizing APA process – do not forget your references).

Senior Capstone Rubric

Criteria	40	30	20	10
Demonstrates a comprehension of facts and principles related to the field of education	The paper demonstrates a strong comprehension	The paper demonstrates a fairly strong comprehension	The paper demonstrates a weak comprehension	The paper lacks comprehension
Demonstrates through reflection an understanding of the Christian Worldview	The paper makes a strong reflection	The paper makes a fairly strong reflection	The paper makes a weak reflection	The paper lacks reflection
Demonstrates a connection between the field of education and the Christian Worldview	The paper makes a strong connection	The paper makes a fairly strong connection	The paper makes a weak connection	The paper lacks a connection
Provides a biblical basis for the purpose statement	The paper provides a strong biblical basis	The paper provides a fairly strong biblical basis	The paper provides a weak biblical basis	The paper lacks a biblical basis
Mechanics and Conventions	The reflection demonstrates a strong command of conventions: few, if any, errors in usage and sentence formation; effective and consistent use of punctuation, capitalization, and spelling	The reflection demonstrates an adequate command of conventions; some errors in usage and sentence formation; adequate use of punctuation, capitalization, and spelling.	The reflection demonstrates a weak command of conventions; errors in usage and sentence formation; ineffective and inconsistent use of punctuation, capitalization, and spelling	Not evident
APA Format	ALL articles/ authors are cited correctly in the body of the paper; ALL direct quotations are accurately cited; ALL headers are used correctly; reference list is correctly formatted and includes a reference for all citations in the paper; Paper, including references, meets ALL APA formatting requirements	Most articles/authors are cited correctly in the body of the paper; most direct quotations are accurately cited; most headers are used correctly; reference list format is mostly correct and includes references for most citations in the paper; Paper, including references, meets MOST APA formatting requirements	Major APA errors in citations in the body of the paper; quotations not accurately cited; major errors in the reference list; does not meet APA formatting requirements	Not evidence
Organization	Introduction explains topic; paper flows smoothly; transitions	Introduction explains topic; paper flows somewhat; transitions	Paper lacks clear focus; introduction is does not explain topic or is	Not evident

	clearly connect the content; paragraphs/sections are sequenced logically; conclusion concisely summarizes the content of the paper	somewhat connect the content; paragraphs/sections are sequenced logically; conclusion somewhat summarizes the content of the paper	inadequate; paper does not flow; transitions are unclear or missing; paragraphs/sections are not sequenced or logical; conclusion inadequately summarizes the content of the paper	
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TOTAL POINTS: _____/280

Field Placement Notebook Outline

The field placement notebook must be established at the beginning of the internship and maintained throughout the semester. The notebook will be electronic and will contain the following items:

- Timesheet
- Schedules
 - This section contains the following items:
 - Class schedule – Generally, what occurs every day?
- Classroom Management Plan
 - This section includes the following item,
 - Classroom Management Plan
- Long-Range Plan
 - Only the long-range plan is included in this section
- Weekly Conference Reports
- Reflection
 - This section contains the following items:
 - Weekly reflections on each subject/class once you have taken over. Reflections will be the questions used at the end of the lesson plan. After you have given back the last class/subject, there will be no other reflections due.
 - Monthly Dispositional Analysis
 - Classroom management reflections
- Lesson Plans will be placed in a notebook so that your supervising professor will have access to them when visiting. The organization of the notebook will be up to you and your supervising professor.

The field placement notebook and lesson plan notebook should be current and readily available for review by your supervising professor. The supervising professor is specifically answering these questions when looking at the notebook:

1. Is the notebook current, containing all materials?
2. Is the notebook containing lesson plans organized according to subjects or class periods?
3. Have lesson plans been initialed and dated three days prior to teaching?
4. Do all lesson plans include reflections?

FIELD PLACEMENT NOTEBOOK DESCRIPTIONS

Timesheet

Class Schedule

The intern will keep a copy of the class schedule in the Internship Notebook.

Classroom Management Plan

Prior to assuming responsibility for the class, the intern will develop, in collaboration with the Cooperating Teacher, a plan for managing the classroom. The plan must be consistent with the policies and procedures of the school, and it must include the following items:

- Rules for behavior in every area of the school (e.g., classroom, playground, hall, etc.),
- Procedures (e.g., leaving the room, lunch count, turning work in, etc.),
- Transitions in the classroom, and
- Consequences for choosing not to follow the rules/procedures.

Classroom Management Reflections

Each week of the internship experience, the intern will write specific classroom management techniques observed or used. Interns will:

1. Describe one technique that was effective.
2. Describe one technique that was ineffective.
3. Describe what you could have done differently to make the ineffective technique more effective.

Long-Range Plan

The intern will develop with the cooperating teacher a Long-Range Plan for the semester. The plan should indicate the responsibilities for teaching which the intern will assume each week including the classes or subjects and the general skills or topics to be addressed. The plan must include at least 20 school days of full-time teaching, after which the intern will gradually return teaching responsibilities to the cooperating teacher over the remaining weeks of the Internship. The final weeks of the internship will be devoted to completing the RAP (Recap and Plan).

The Long-Range Plan must be signed by the cooperating teacher, and it must be submitted to the supervising professor at the beginning of the first seminar.

Reflections

- **Weekly Reflections:** Once interns begin teaching, they must reflect utilizing questions on the lesson plan form weekly.
- **Monthly Dispositional Analysis:** Once a month, interns write an analysis of their dispositions. They first choose the two dispositions with which they have been most successful during that month. For each of those, interns write a one-paragraph narrative addressing why that disposition is a strength including examples. Interns then choose two dispositions with which they have had the most difficulty during that month. For each of those, interns write a one-paragraph narrative addressing why that disposition is a weakness including examples and how they can work toward improving each disposition. For these assignments, interns write a minimum of four paragraphs (one for each of the two strengths, and one for each of the two weaknesses).

Daily Lesson Plans

The intern will complete lesson plans for every lesson that is taught during the internship. The lesson plans must be reviewed, approved, and **signed by the cooperating teacher at least three days prior** to the intern's teaching of the lesson. The TMU Lesson Plan Template must be used. The template is found in the Teacher Education Handbook. The TMU Lesson Plan Template must be used by all candidates for lessons within the unit plan.

Lesson Plans will be placed in a notebook so that your supervising professor will have access to them when visiting. The organization of the notebook will be up to you and your supervising professor.

Weekly Conference Reports

At the end of each week in which the intern teaches, the cooperating teacher and the intern will complete a Weekly Conference Report. The purpose of the form is to assist the intern and the cooperating teacher in determining the intern's strengths, the areas in which the intern needs to improve, and plans for improvement. The form also asks the intern to examine specific problems with students which might have arisen and determine how the intern might attempt to address the problems. The interns should use the space provided to explain and/or give examples of why they rated their performance in the various areas listed on the form as they did. The inter and/or the cooperating teacher can use the form to address comments or concerns to the supervising professor.

Submit the Weekly Conference Report by 4:00 p.m. on Friday to the supervising professor along with the Weekly Schedule of Plans. Submission of the Weekly Conference Report is through a Google Form uploaded to the Senior Field Placement Google Classroom.

Long-Range Plan Form

Intern: _____

Indicate the subjects or class periods for which you will assume teaching responsibilities.
This Long-Range Plan includes four weeks (20 full days) of full-time teaching.
(NOTE: adjust the form to coincide with your class schedule.)

Week	Dates	Subject Taught
1		Observation
2		Observation/Subject/Class
3		Subject/Class:
4		Subject/Class: Subject/Class:
5		Subject/Class: Subject/Class: Subject/Class:
6		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
7		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
8		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
9		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
10		Subject/Class: Subject/Class: Subject/Class:
11		Subject/Class: Subject/Class:
12		Subject/Class:
13		Subject/Class:
14		RAP
15		RAP
16		RAP

Weekly Report on Teacher Candidate

Truett McConnell University
Teacher Education Department

Candidate's Name _____

Week of _____

Candidate Self-Evaluation				Cooperating Teacher's Evaluation		
1	2	3	Proficient: 3 Developing: 2 Unacceptable: 1	1	2	3
			Has been prompt to school			
			Has fulfilled expected duties, including beyond the classroom			
			Has been prompt in handling paperwork			
			Lesson plans were complete and thorough			
			Lesson plans were handed in with sufficient time for evaluation			
			Rapport with students reflects appropriate classroom management			
			All school related responsibilities were handled professionally			
			No outside responsibilities are interfering with teaching duties			

Candidates Comments (strengths and areas for improvement):

Cooperating Teacher's Comments (strengths and areas for improvement):

Supervisor: _____ Date: _____

***This Google Form is in the Senior Field Placement Google Classroom.**

Videotaped-Lesson Assignment

Once during each field placement, the intern will videotape a 15–20-minute lesson, observe the lesson to complete a Classroom Observation Instrument (COI), and write a **two-page reflection written in APA format** about that lesson. The teacher candidate will submit the video, COI, lesson plan, and the reflection on or before the due date.

Videotaping Suggestions:

- Record 15-20 minutes of audible video (loud enough to be clearly heard)
- Ensure the video is viewable
- Professor should be able to see the teacher candidate and most students in the classroom
- Videos longer than 20 minutes will not be viewed in their entirety
- Video segments should be continuous

In the reflection, the teacher candidate should address the following:

1. Identify and explain two areas of strength from the recorded lesson
2. Identify and explain two areas for improvement from the recorded lesson
3. Use the Videotaped-Lesson Plan Reflection Template. It will be uploaded each semester to the practicum class you are taking. Write the reflection using the headings to ensure you meet all criteria. See sample pages below.

Assignment Title Here

Your Name Goes Here

School of Education, Truett McConnell University

Course

Professor

Date

Repeat Title Here

Start typing the introduction here. It does not have a heading. The first sentence is always indented five spaces. In this answer the who, what, when, where, and why of this reflection. All of that would be included in your introduction to this reflection.

Strengths

Identify and explain the two areas of strength from the video lesson plan. Again, you will type out the areas and explain why those areas are the strengths you identified from this lesson.

Area of Improvement #1

Identify and explain the first area of improvement from the video lesson plan. Next, include a description of the two steps you will use to improve this area. Again, you will explain why this is the first area of improvement and provide two steps you will use to improve.

Area of Improvement #2

Identify and explain the first area of improvement from the video lesson plan. Next, include a description of the two steps you will use to improve this area. Again, you will explain why this is the second area of improvement and provide two steps you will use to improve.

Conclusion

In the conclusion, you will restate your strengths and areas of improvement and discuss why these are important and how you will address these issues in future lesson plans.

Videotaped-Lesson Assignment Rubric

Criteria	60	30	15
Video-taped lesson	The video is 15-20 minutes in length, audible, engaging, and able to be viewed.	The video is 10-15 minutes in length, somewhat audible, and most students are engaged during the lesson	The video is less than 10 minutes or more than 20. Video is non-viewable
COI Completed	COI is rated and includes adequate comments on ALL the elements.	COI is rated and includes adequate comments in 10-12 of the elements.	COI is rated and includes adequate comments in 9 or fewer
Strengths of the recorded video	Strengths of this lesson are thoroughly discussed	Strengths of this lesson are mentioned but not discussed	Strengths of this lesson are not mentioned or discussed
Areas for improvement of the recorded video	Areas for improvement of this lesson are thoroughly discussed	Areas for improvement of this lesson are mentioned but not discussed	Areas for improvement of this lesson are not mentioned or discussed
Steps for improvement of the recorded video	Steps for improvement of this lesson are thoroughly discussed	Steps for improvement of this lesson are mentioned but not discussed	Steps for improvement of this lesson are not mentioned or discussed
Lesson Plan	The lesson plan was adequate for the content taught and reflected instruction	The lesson plan was not adequate or did not reflect instruction	The lesson plan was not turned in with the assignment
Mechanics and Conventions	The reflection demonstrates a strong command of conventions; few, if any errors in usage and sentence formation, effective and consistent use of punctuation, capitalization, and spelling	The reflection demonstrates an adequate command of conventions; some errors in usage and sentence formation; adequate use of punctuation, capitalization, and spelling	The reflection demonstrates a weak command of conventions, errors in usage, and sentence formation; ineffective and inconsistent use of punctuation, capitalization, and spelling
APA format	All headers are used correctly and follow all APA formatting requirements.	Headers and paper are mostly correct following all APA formatting requirements	Headers and paper do not follow APA formatting requirements
Organization	Introduction explains topic, paper flows smoothly, transitions clearly connect the content; paragraphs/sections are sequenced logically, conclusion concisely summarizes the content of the paper	Introduction explains topic, paper flows somewhat, transitions somewhat connect the content paragraphs/sections are sequenced logically; conclusions are somewhat summarizing the content of the paper	Paper lacks clear focus; introduction does not explain topic or is inadequate, paper does not flow; transitions are unclear or missing; paragraph/sections are not sequenced or logical; conclusion inadequately summarized the content of the paper

RECAP AND PLAN #1 RUBRIC
(RAP)

- | | |
|-------------------------------|-------|
| 1. Junior Observation | _____ |
| 2. Week of Career Observation | _____ |
| 3. Private School Observation | _____ |
| 4. Assist in Cafeteria | _____ |
| 5. Observe Secretary | _____ |
| 6. Ride a School Bus | _____ |
| 7. Observe Custodian | _____ |

Include date, location, and name of person observing.
Components are worth 20 points each.

RECAP AND PLAN #2 RUBRIC
(RAP)

- | | |
|--|-------|
| 1. COI of Junior + reflection (200 points) | _____ |
| 2. Analysis of Observations | |
| a. Career Goal (200 points) | _____ |
| b. Private School (50 points) | _____ |
| c. Cafeteria (50 points) | _____ |
| d. Secretary (50 points) | _____ |
| e. School Bus (50 points) | _____ |
| f. Observe Custodian (50 points) | _____ |

Include date, location, and name of person observing.

Field Placement Notebook

For courses ED 301, ED 309, LA 303, LA 304, ED 340, ED 341, ED 440, MU 3743, MU 3754
Your field placement notebook will be checked a minimum of once a month for a grade in the above courses. The grade is based on the following information:

- **Notebook Check**
 - At least once a month, your supervising professor will perform a notebook check utilizing the notebook checklist.
 - On this checklist, you will see either Proficient, Developing, or Needs Improvement in the various areas.
 - You will receive points according to the overall evaluation of your notebook as explained below.
 - The points from your monthly notebook checks will be entered for each month. Then, an average of the three grades in the fall and four grades in the spring will be entered as an overall grade for the notebook check.
- **Grading Scale**
 - Proficient = Everything is up to date
 - Developing = Behind in timesheet, daily log/weekly form, reflections, lesson plans, and/or teacher signature
 - Needs Improvement = In addition to being behind in multiple areas, the submissions are subpar and specific feedback will be provided
- **Points Scale**
 - Proficient = 100 points
 - Developing = 80 points
 - Needs Improvement = 0-60 points based on the issue in question
- If you are consistently behind on ANY portion of your field placement notebook, or if you consistently exhibit Developing/Needs Improvement on the same area, expect a meeting with your supervising professor, field placement coordinator, and/or dean. In this meeting you may be placed on a professional development plan. Refer to Field Experience Policies and Procedures in Teacher Education Handbook.
- Students will have notebook checks at the end of the months listed below.

Fall Semester		Spring Semester	
Seniors	Juniors	Seniors	Juniors
September	September	December	January
October	October	January	February
November	November	February	March
		March	April

Senior Notebook Grade
Semester: ____3 ____4

Teacher Candidate:
Professor:

Date:
Grade:

Classroom Schedule and Classroom Management Plan must be uploaded but will not be scored. Update notebook items daily. All notebook checks will occur on the date listed on the timeline for that month.

Semester 3	Classroom Schedule	Classroom Management Plan	Lesson Plans	Timesheets	Reflections with Questions																														
	(P) Proficient, (D) Developing, (N) Needs Improvement																																		
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	All	None																																	
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100	80	0-60																																	
P	D	N																																	
100	80	0-60																																	
Semester 4	Classroom Schedule	Classroom Management Plan	Lesson Plans	Timesheets	Lesson Plans with Reflections																														
	(P) Proficient, (D) Developing, (N) Needs Improvement																																		
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ED 440 ASSIGNMENTS

Assignment	Points
Videotaped Lesson (see rubric)	360
COI (twice within the semester)	390 (195 each)
RAP part 1	140
Intern Keys	300 (using 10X scale on each)
Senior Capstone (see rubric)	280
RAP part 2	650
Field Placement Notebook Checks (Dec, Jan, Feb, and Mar)	800



Truett McConnell

UNIVERSITY

THE WALPOT SCHOOL of EDUCATION

ED 441 – Assessment Practicum

Spring, 2025
Monday - Friday, School Day
Within School Placement

Professor

Shann Cash, Ed. S.
Taylor Gilleland, Ed.S.
Patsy Lewis, Ph.D.
Julie Lutz, Ed.D.
Stacie Ward, Ed. S

706-865-2134 x6101

Office

Odell Office Building

Office Hours

As Posted

Course Description

This course focuses on the development of a Unit Plan that demonstrates the prospective teacher can assess student learning and adapt instruction in response to assessment. *Prerequisite:* Admission to Teacher Education L3; *Corequisite:* ED 440 and ED 444

General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess, and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession and the Georgia Framework for Teaching. Those who will be teachers in our schools must be able to use various methods of assessment and modify their teaching according to the results of those assessments.

Students must:

1. Collect and use pre-assessment data, identifying children's learning needs to provide them with goals for learning. Use formative and summative assessment strategies at appropriate points in the learning process to individualize curriculum and instructional strategies. (PSC 4.1)
2. Develop and use authentic, performance-based assessments of children's learning to assist in planning and seek resources to improve instruction and learning. (PSC 4.3)
3. Develop and implement consistent, fair, and accurate grading procedures. Keep accurate and up-to-date records and reports of students' work and behaviors. Report student progress to students, families, and administrators using required procedures. (PSC 4.3)
4. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (PSC 4.5)

Attendance

Students are expected to be in their assigned classroom (on time) every day that school is in session. Students are also expected to stay at the school the entire school day. In addition, students are required to attend all functions that the cooperating teacher attends. (This includes faculty meetings, PTO/PTA meetings, teacher workdays, and any other activity that the cooperating teacher is required to attend.)

All students will complete an Absence Request Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor.

Special Requirements

All pieces of the unit plan (as well as lesson plans for the unit) must be written in clear and error-free English. Remember that teachers are held to a higher standard than others in this area. Always have someone check your assignments for grammatical, spelling, or punctuation errors.

Assignments

The unit plan typically includes 9 to 12 lessons, which must be approved by your supervising professor prior to being taught. Please see the unit plan overview for specific details.

Grading

For accuracy and consistency, two professors will grade the unit plan. **A minimum grade of “C” is required for graduation.**

Statement on Disability Services

The Office of Special Support Services at Truett McConnell University provides reasonable accommodations to students identified as having a disability. The Disclosure of Disability Form is on the website at truett.edu. The Office of Special Support Services offers a variety of accommodations for students with disabilities including, but not limited to, assistance with both academic and student life. Accommodations for students with disabilities are determined on an individual basis. The Office of Special Support Services is in Miller Hall, Suite 108. Ms. Nell Hoyle, Director may be contacted by phone at 706-878-0787, or by email at nhoyle@truett.edu. Please schedule an appointment in advance to provide each student with individualized time to address all questions.

Email Notification

Only the official @Truett.edu student email address will be used for all course notification. It is your responsibility to check your Truett.edu email on a regular basis.

Academic Misconduct

Any act that violates the academic integrity of the institution is considered academic misconduct. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, research paper, other report, or computer files; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work

as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit, therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- Any student deemed to be guilty of academic misconduct will receive no credit for the assignment. Beyond that the student may be subject to failing the course and referred to the VP of Academic Services for consideration of further discipline.



Truett McConnell

U N I V E R S I T Y

THE WALPOT SCHOOL of EDUCATION

ED 444 – Professional Seminar

Spring, 2025
Four 8-hour days during the
semester

Professor

Shann Cash, Ed. S.

706-865-2134 x6101

Office

Odell Office Building

Office Hours

As Posted

Course Description

A seminar focusing on professional ethics, duties and responsibilities of the classroom teacher, and opportunities for professional growth. *Prerequisite: Admission to Teacher Education L3. Corequisite: ED 440 and ED 441*

General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess, and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession. Those who will be teachers in our schools must understand appropriate professional practices.

Students must:

1. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess, and evaluate the effects of their choices and actions as a basis for program planning and modification. (PSC 5.1)
2. Demonstrate an understanding of conditions of children, families, and professionals, as well as legal issues and legislation that might affect these constituencies. (PSC 5.2)
3. Demonstrate an awareness of and commitment to the profession's code of ethical conduct. (PSC 5.4)
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (PSC 5.5)
5. Establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team. (PSC 5.6)
6. Serve as advocates on behalf of: children and their families; improved quality of programs and services for young children; and enhanced professional status and working conditions for early childhood educators. (PSC 5.7)
7. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers, and program evaluation. (PSC 5.8)

Attendance

Every student is expected to be on time and present for the entire time of every seminar.

Special Requirements

Please dress professionally for all seminars, as there will be guest speakers at each one. All assignments must be written in clear and error free English. Remember that teachers are held to a higher standard than others in this area; always have someone check your assignments for grammatical, spelling, or punctuation errors.

Statement on Disability Services

The Office of Special Support Services at Truett McConnell University provides reasonable accommodations to students identified as having a disability. The Disclosure of Disability Form is on the website at truett.edu. The Office of Special Support Services offers a variety of accommodations for students with disabilities including, but not limited to, assistance with both academic and student life. Accommodations for students with disabilities are determined on an individual basis. The Office of Special Support Services is in Miller Hall, Suite 108. Ms. Nell Hoyle, Director may be contacted by phone at 706-878-0787, or by email at nhoyle@truett.edu. Please schedule an appointment in advance to provide each student with individualized time to address all questions.

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Academic Misconduct

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- **Cheating:** Copying from another student's test paper, research paper, other report, or computer files; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit, therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- Any student deemed to be guilty of academic misconduct will receive no credit for the assignment. Beyond that the student may be subject to failing the course and referred to the VP of Academic Services for consideration of further discipline.

ED 444 Assignments

Requirements	Points		
	<u>EE</u>	<u>MG</u>	<u>Music</u>
Seminar Attendance	400	400	400
End of Semester Portfolios: The end-of-semester portfolios consists of three items: <ul style="list-style-type: none"> ▪ Digital Progression portfolio ▪ Reading ▪ Family and Community All the portfolios will need to be submitted online in the portfolio Google Classroom. No hard copies will be accepted.	2500 2300 1000	2500 ----- 1000	2500 ----- -----
Final Senior Presentation:	2600	2600	2600

Professional Seminar Final Senior Presentation Rubric

Student Name: _____

Task Description: Student will create a video project that details application of Intern Keys during internship. The presentation should include appropriate photographs, video, music, graphs, and other visual aids. The final project should be a full quality QuickTime movie format, iMovie, or a similar video format. PowerPoint, Google Slides, or variations of applications **cannot be used** to create the final product.

ACTIVITY		Excels (325-293 Points)	Meets (292-260 Points)	Does Not Meet (259-228 Points)	Not Evident (0 Points)	POINTS
Introduction		Introduction concisely introduces the material. Transition to multimedia presentation clearly connects content.	Introduction introduces the material. Transitions somewhat connect the content.	Introduction is vague. Transitions are unclear or missing.	Not Evident	
Intern Keys Professional Knowledge Instructional Planning Instructional Strategies Differentiated Instruction Assessment Strategies Assessment Uses Positive Learning Environment Academically Challenging Environment Professionalism Communication	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All components of Intern Keys are addressed.	8-9 components of the Intern Keys are addressed.	6-7 components of the Intern Keys are addressed.	Not Evident	
Reflection		The student summarized experience and included two areas of strength, two areas of growth, and a professional development plan for addressing areas of growth.	The student summarized experience and included two areas of strength and two areas of growth. A professional development plan is included but goal of plan is unclear.	Student summary lacks focus. Only one area of strength and/or one area of weakness are included. The professional development plan is unclear or not included.	Not Evident	

Concept	Has a clear picture of what they are trying to achieve? Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.	
Content	The content includes a clear statement of purpose or theme and is creative, compelling, and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated.	
Organization	Events and messages are presented in a logical order with the application of Intern Keys clearly identified. Includes properly cited sources.	The content includes a clear point of view with a progression of ideas and supporting information. Application of Intern Keys is somewhat clear. Includes properly cited sources.	Application of Intern Keys is unclear. Includes few citations and few facts.	Information is incomplete and application of Intern Keys is not included. No citations included.	
Quality	The movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	The movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. The movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	The movie was made but had very little if any editing. Many poor shots remain. The video was very fragmented and choppy with little to no audio reinforcement. Most of the presentation was created using PowerPoint, Google Slides, or variations of applications to create presentation.	There was no movie, or footage was totally unedited with no transitions or audio support of any kind. Student used PowerPoint, Google Slides, or variations of applications to create presentation.	
Time Length	3-4 Minute Intro <input type="checkbox"/> 10 Minute Video <input type="checkbox"/> 5-6 Minute Reflection <input type="checkbox"/>	2-3 Minute Intro <input type="checkbox"/> 8 Minute Video <input type="checkbox"/> 3-4 Minute Reflection <input type="checkbox"/>	1-2 Minute Intro <input type="checkbox"/> 7 Minute Video <input type="checkbox"/> 1-2 Minute Reflection <input type="checkbox"/>	Did not adhere to time length requirements. Presentation either went over time recommendations or did not meet the minimum qualification for time length of presentation.	
Final Score	_____ /2600				

SUBSTITUTE TEACHING

General Considerations

The internship (also referred to as “student teaching”) is a special experience during a student’s academic program. The student is enrolled in class and should be carefully monitored during this experience. However, as the student proceeds through the program, his or her skills increase, and he or she can and should have independent experiences in the classroom. The intern is often the best and most qualified person to continue instruction when the teacher is unavailable. Many schools observe that when a substitute is hired, that substitute merely observes the intern who continues the normal routine. (Should there be a time when a substitute is not available, the principal and the field placement coordinator and/or dean should communicate to ensure the intern is considered capable to handle the classroom on his/her own under limited supervision.)

In the past, the expectation was that interns were often given exclusive control of the class for extended periods of time. In today’s climate, classroom teachers and interns work as a team to provide as many proficient adults for instruction as possible. Generally, Interns do not have as much experience with solo control as they perhaps need.

No college policy can substitute for a school system policy, but these guidelines can indicate to a school system what Truett McConnell University considers to be appropriate use of interns as substitutes. **Teacher candidates are not allowed to substitute until all field experience hours and assignments have been completed and submitted to the professor of each required course. The teacher candidate must have prior approval from the Chair of the TMU School of Education before substitute teaching.**